

College English Honors 12 (English 12)
Curriculum Map 2026-2027

	Unit 1	Unit 2	Unit 3	Unit 4
Title	How can we allow ourselves to refocus our attention away from the literal, accepted way of thinking and open new perspectives?	How can reading the lives of others develop a better understanding of the human condition?	How does illusion and false perception of individual identity factor into our lives?	Evaluating and understanding the ostracized and alienated in our society
End of Unit Performance Task(s)	Mandatory Texts: -<u>Convenience Store Woman</u> by Sayaka Murata -“A View from the Bridge” by Arthur Miller Summative Assessments: -One, 4-page, research paper (synthesis essay) on the spoliation of children in today’s American culture -One, 2-page, short response essay (literary inference) on “A View from the Bridge” by Arthur Miller -One, full period exam on “A View from the Bridge” -One, full period exam on <u>Convenience Store Woman</u> Vocabulary Units: Two 20-word sets where students study etymology, parts of speech, and contextual usage of twelfth grade appropriate vocabulary Supportive Texts: Nonfiction Selected Essays from <i>The New Yorker</i> Magazine 1. “What Happens After A.I. Destroys College Writing?” By Hua Hsu 2. “Later” by James Surowiecki 3. “The Secrets of Sleep” by Jerome Groopman	Mandatory Texts: -<u>Rita hayworth and the Shawshank Redemption</u> by Stephen King -“An Enemy of the People” by Arthur Miller Summative Assessments -One, 2-page, short response essay (literary inference) on “An Enemy of the People” by Arthur Miller -One, full period exam on <u>Rita Hayworth and the Shawshank Redemption</u> -One, 4-page, research paper (synthesis essay) on the having a personal philosophy when going to college -One, full period exam on “An Enemy of the People” by Arthur Miller Vocabulary Units: Two 20-word sets where students study etymology, parts of speech, and contextual usage of twelfth grade appropriate vocabulary Supportive Texts: Nonfiction Selected Essays from <i>The New Yorker</i> Magazine 1. “The Invention of Thanksgiving” by Phillip Deloria 2. “The Terrible Teens” by Elizabeth Kolbert 3. 4. “Too Much Information” by Jill Lepore	Mandatory Texts: -<u>The Stepford Wives</u> by Ira Levin -“Who’s Afraid of Virginia Woolf?” by Edward Albee Summative Assessments -One, 2-page, short response essay (literary inference) on “Who’s Afraid of Virginia Woolf?” by Edward Albee -One, 4-page, research paper (synthesis essay) on the screen-time, social media, and I-phone use in today’s teenage culture -One, full period exam on <u>The Stepford Wives</u> by Ira Levin -One, full period exam on “Who’s Afraid of Virginia Woolf?” by Edward Albee Vocabulary Units: Two 20-word sets where students study etymology, parts of speech, and contextual usage of twelfth grade appropriate vocabulary Supportive Texts: Nonfiction Selected Essays from <i>The New Yorker</i> Magazine 1. “Contact” by Elizabeth Kolbert 2. “Baby in the Well” by Paul Bloom 3. Project Exodus” by Elizabeth Kolbert Supplemental Sources: 1. “Screened Out” Documentary (2020)	Mandatory Texts: -<u>The Body</u> by Stephen King -“Brighton Beach Memoirs” and “Biloxi Blues” by Neil Simon Summative Assessments -One, full period exam on <u>The Body</u> by Stephen King -One, 4-page, research paper (synthesis essay) on the role of failure and rejection in today’s teenage culture -One, full period exam on “Brighton Beach Memoirs” and “Biloxi Blues” Vocabulary Units: Two 20-word sets where students study etymology, parts of speech, and contextual usage of twelfth grade appropriate vocabulary Supportive Texts: Nonfiction Selected Essays from <i>The New Yorker</i> Magazine 1. “The Psychology of Inequality” by Elizabeth Kolbert 2. “Seeing the Spectrum” by Stephen Shapin 3. “That’s What You Think” by Elizabeth Kolbert Project: -Student-written 5-minute speeches -Newspaper/Article Analysis Project

Essential Questions	-What habits of close-reading should be practiced to prepare for college? -How do I incorporate original commentary in a research paper? -What can I learn about myself in order to mature and prepare for college and beyond?	-What habits of close-reading should be practiced to prepare for college? -How do I incorporate original commentary in a research paper? -What can I learn about myself in order to mature and prepare for college and beyond?	-What habits of close-reading should be practiced to prepare for college? -How do I incorporate original commentary in a research paper? -What can I learn about myself in order to mature and prepare for college and beyond?	-What habits of close-reading should be practiced to prepare for college? -How do I incorporate original commentary in a research paper? -What can I learn about myself in order to mature and prepare for college and beyond?
Increasing Text Complexity (Lexile Bands)	N/A	N/A	N/A	N/A
Content Connections (SS, Science, Math, World Lang, Art, Music, Other)	-Japanese Culture (social studies) -sleep patterns (science) -1940's New York City (social studies) -Logic and Reason in Thinking (Language) -Spoliation, Procrastination (Sociology)	-1950's American Culture (social studies) -19th Century Norway (Social Studies) -College (sociology) -The History of Sex Education (science) -Teenage Psychology (science)	-Contemporary America (sociology) -Mars Exploration (science) -Economic Disparity (economics) -Conformity (sociology)	-Marriage and the Family Dynamic (sociology) -Humor (Literature) -Failure (psychology) -Conformity (sociology) -The History of Autism (science) -Empathy (psychology)
Reading Standards Central to Unit	RL.11-12.2. RL. 11-12.3. RL.11-12.4. RL.11-12.5. RL.11-12.6.	RL.11-12.2. RL. 11-12.3. RL.11-12.4. RL.11-12.5. RL.11-12.6.	RL.11-12.2. RL. 11-12.3. RL.11-12.4. RL.11-12.5. RL.11-12.6.	RL.11-12.2. RL. 11-12.3. RL.11-12.4. RL.11-12.5. RL.11-12.6.
Writing Standards Central to Unit	W11-12.2. W.11-12.4. W.11-12.5. W.11-12.6. W.11-12.7.	W11-12.2. W.11-12.4. W.11-12.5. W.11-12.6. W.11-12.7.	W11-12.2. W.11-12.4. W.11-12.5. W.11-12.6. W.11-12.7.	W11-12.2. W.11-12.4. W.11-12.5. W.11-12.6. W.11-12.7.

Speaking/ Listening Standards Central to Unit	SL 11-12.1. SL 11-12.2. SL.11-12.3. SL.11-12.4. SL.11-12.5. SL.11-12.6.	SL 11-12.1. SL 11-12.2. SL.11-12.3. SL.11-12.4. SL.11-12.5. SL.11-12.6.	SL 11-12.1. SL 11-12.2. SL.11-12.3. SL.11-12.4. SL.11-12.5. SL.11-12.6.	SL 11-12.1. SL 11-12.2. SL.11-12.3. SL.11-12.4. SL.11-12.5. SL.11-12.6.
Language Standards Central to Unit	L.12.1 L.12.2 L.12.3	L.12.1 L.12.2 L.12.3	L.12.1 L.12.2 L.12.3	L.12.1 L.12.2 L.12.3
Grammar	Grammar embedded in language standards.	Grammar embedded in language standards.	Grammar embedded in language standards.	Grammar embedded in language standards.
Vocabulary Focus	Vocabulary embedded in anchor texts	Vocabulary embedded in anchor texts	Vocabulary embedded in anchor texts	Vocabulary embedded in anchor texts